

Class 7th

Class 7 th		Sub: English	
Timeline	Chapter	Learning Outcomes	Suggestive Pedagogical Processes
Week 1 To Week 5	The Markhor	The learner– <ul style="list-style-type: none"> • answers questions orally and in writing on a variety of texts • reads aloud stories and recites poems with appropriate pause, intonation and pronunciation • participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations • engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary • responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station • speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio-video programmes on suggested websites • asks and responds to questions based on texts (from books or other resources) and out of curiosity • reads textual/non-textual materials in English/Braille with comprehension • identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material • thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life • reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc. • takes notes while teacher teaches /from books / from online materials. 	The learner may be provided opportunities in pairs groups/ individually and encouraged to– <ul style="list-style-type: none"> • consciously listen to songs/poems/stories/ prose texts in English through interaction and being exposed to print-rich environment • participate in different events/ activities in English in the classroom, school assembly; and organised by different Institutions • listen to English news and debates (TV, Radio) as input for discussion and debating skills • watch and listen to English movies, serials, educational channels with sub-titles, audio video materials, teacher reading out from materials and eminent speakers • share their experiences such as journeys, visits, etc. in pairs /groups • introduce self, converse with other persons, participate in role play / make speeches, reproduce speeches of great speakers • summarise orally and in writing a given text, stories, or an event • learn vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc) • read stories / plays (from books/ other sources in English / Braille) and locate details, sequence of ideas and events and identify main idea • use material from various sources in English and other languages to facilitate comprehension and co-relation • understand the rules of grammar through a variety of situations and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. • interpret tables, charts, diagrams and maps, and incorporate the information in writing • think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the
	Windows		
	Three questions		
Week 6 To Week 10	Lal Ded	The learner– <ul style="list-style-type: none"> • answers questions orally and in writing on a variety of texts • reads aloud stories and recites poems with appropriate pause, intonation and pronunciation • participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations • engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary • responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station • speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio-video programmes on suggested websites • asks and responds to questions based on texts (from books or other resources) and out of curiosity • reads textual/non-textual materials in English/Braille with comprehension • identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material • thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life • reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc. • takes notes while teacher teaches /from books / from online materials. 	The learner may be provided opportunities in pairs groups/ individually and encouraged to– <ul style="list-style-type: none"> • consciously listen to songs/poems/stories/ prose texts in English through interaction and being exposed to print-rich environment • participate in different events/ activities in English in the classroom, school assembly; and organised by different Institutions • listen to English news and debates (TV, Radio) as input for discussion and debating skills • watch and listen to English movies, serials, educational channels with sub-titles, audio video materials, teacher reading out from materials and eminent speakers • share their experiences such as journeys, visits, etc. in pairs /groups • introduce self, converse with other persons, participate in role play / make speeches, reproduce speeches of great speakers • summarise orally and in writing a given text, stories, or an event • learn vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc) • read stories / plays (from books/ other sources in English / Braille) and locate details, sequence of ideas and events and identify main idea • use material from various sources in English and other languages to facilitate comprehension and co-relation • understand the rules of grammar through a variety of situations and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. • interpret tables, charts, diagrams and maps, and incorporate the information in writing • think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the
	Trees		
	The Little Girl		
Week 11 To Week 17	Tobacco- The Silent Killer	The learner– <ul style="list-style-type: none"> • answers questions orally and in writing on a variety of texts • reads aloud stories and recites poems with appropriate pause, intonation and pronunciation • participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations • engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary • responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station • speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio-video programmes on suggested websites • asks and responds to questions based on texts (from books or other resources) and out of curiosity • reads textual/non-textual materials in English/Braille with comprehension • identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material • thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life • reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc. • takes notes while teacher teaches /from books / from online materials. 	The learner may be provided opportunities in pairs groups/ individually and encouraged to– <ul style="list-style-type: none"> • consciously listen to songs/poems/stories/ prose texts in English through interaction and being exposed to print-rich environment • participate in different events/ activities in English in the classroom, school assembly; and organised by different Institutions • listen to English news and debates (TV, Radio) as input for discussion and debating skills • watch and listen to English movies, serials, educational channels with sub-titles, audio video materials, teacher reading out from materials and eminent speakers • share their experiences such as journeys, visits, etc. in pairs /groups • introduce self, converse with other persons, participate in role play / make speeches, reproduce speeches of great speakers • summarise orally and in writing a given text, stories, or an event • learn vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc) • read stories / plays (from books/ other sources in English / Braille) and locate details, sequence of ideas and events and identify main idea • use material from various sources in English and other languages to facilitate comprehension and co-relation • understand the rules of grammar through a variety of situations and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. • interpret tables, charts, diagrams and maps, and incorporate the information in writing • think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the
	A Mad Tea Party		
	The Rebel		
	A Shadow		
Week 18 To Week 22	Macbeth	The learner– <ul style="list-style-type: none"> • answers questions orally and in writing on a variety of texts • reads aloud stories and recites poems with appropriate pause, intonation and pronunciation • participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations • engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary • responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station • speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio-video programmes on suggested websites • asks and responds to questions based on texts (from books or other resources) and out of curiosity • reads textual/non-textual materials in English/Braille with comprehension • identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material • thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life • reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc. • takes notes while teacher teaches /from books / from online materials. 	The learner may be provided opportunities in pairs groups/ individually and encouraged to– <ul style="list-style-type: none"> • consciously listen to songs/poems/stories/ prose texts in English through interaction and being exposed to print-rich environment • participate in different events/ activities in English in the classroom, school assembly; and organised by different Institutions • listen to English news and debates (TV, Radio) as input for discussion and debating skills • watch and listen to English movies, serials, educational channels with sub-titles, audio video materials, teacher reading out from materials and eminent speakers • share their experiences such as journeys, visits, etc. in pairs /groups • introduce self, converse with other persons, participate in role play / make speeches, reproduce speeches of great speakers • summarise orally and in writing a given text, stories, or an event • learn vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc) • read stories / plays (from books/ other sources in English / Braille) and locate details, sequence of ideas and events and identify main idea • use material from various sources in English and other languages to facilitate comprehension and co-relation • understand the rules of grammar through a variety of situations and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. • interpret tables, charts, diagrams and maps, and incorporate the information in writing • think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the
	Sympathy		
	Face Showing		

Week 23 To Week 30	Fetching the doctor	<ul style="list-style-type: none"> • infers the meaning of unfamiliar words by reading them in context • refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing • reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. (extensive reading) • uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc) • organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience • writes formal letters, personal diary, list, email, SMS, etc. • writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity • writes dialogues from a story and story from dialogues • visits a language laboratory. 	problems raised. (The themes could be social issues, environment problems, appreciation of culture and crafts) <ul style="list-style-type: none"> • refer sources such as dictionary, thesaurus and encyclopedia to facilitate reading • read text, both familiar and unfamiliar, and write answers for comprehension and inferential questions • take dictation of a paragraph with a variety of sentence structures. • draft, revise and write with appropriate beginning, middle and end, along with punctuation marks • know the features of various types of writing: messages, emails, notice, letter, report, short personal/ biographical experiences etc. • use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate etc. • attempt creative writing, like stories, poems, dialogues, skits etc. • visit a language laboratory • write a Book Review.
	The Bahu Fort		
	To Sleep		
	The Gumbie Cat		
	A Shadow		
	Lalajee		

Timeline	Contents	Learning Outcomes/Goals	Suggestive Pedagogical Processes
Week 1 To Week 5	Integers	The learner— <ul style="list-style-type: none"> • multiplies/divides two integers • interprets the division and multiplication of fractions. •for example interprets as of . Also is interpreted as how many make ? •uses algorithms to multiply and divide fractions/decimals. •solves problems related to daily life situations involving rational numbers 	The learner may be provided opportunities in pairs/groups/ individually and encouraged to— <ul style="list-style-type: none"> •provide contexts for exploring the rules of multiplication and division of integers. This can be done through number line or number patterns. For example : $3 \times 2 = 6$ $3 \times 1 = 3$ $3 \times 0 = 0$ $3 \times (-1) = -3$ $3 \times (-2) = -6$ So $3 \times (-3) = -9$ means a positive integer multiplied by a negative integer given a negative integer
	Fractions and decimals		
Week 6 To Week 10	Data Handling	<ul style="list-style-type: none"> •uses exponential form of numbers to simplify problems involving multiplication and division of large numbers. •represents daily life situations in the form of a simple equation and solves it •adds/subtracts algebraic expressions 	•discuss the situations that require the use of fractional numbers in opposite direction, such as moving $10 \frac{1}{2}$ m to the right of a tree and $15 \frac{2}{3}$ m to its left etc.
	Simple Equations		
Week 11 To Week 17	Lines and angles	<ul style="list-style-type: none"> •distinguishes quantities that are in proportion. For example, tells that 15, 45, 40, 120 are in proportion as is the same as • solves problems related to conversion of percentage to fraction and decimal and vice versa •calculates profit/loss percent and rate percent in simple interest •classifies pairs of angles based on their properties as linear, supplementary, complementary, adjacent and vertically opposite and finds 	<ul style="list-style-type: none"> •explore the multiplication/ division of fractions/ decimals through pictures/paper folding activities /daily life examples. •involve children in exploring how repeated multiplication of numbers can be expressed in short form. For example $2 \times 2 \times 2 \times 2 \times 2 =$ can be expressed as 2^5 •explore the possible combinations of variables and constants using different operations to form algebraic expressions in various contexts. •provide situations from daily life that lead to setting up of equations and choosing the appropriate value of the variable that equate
	The Triangle and its properties		
	Rational Numbers		
	Congruence of Triangles		
Week 18 To Week 22	Comparing quantities		
	Perimeter and Area		

Week 23 To Week 30	Practical Geometry	value of the one when the other is given. <ul style="list-style-type: none"> •verifies the properties of various pairs of angles formed when a transversal cuts two lines •finds unknown angle of a triangle when its two angles are known •explains congruency of triangles on the basis of the information given about them like (SSS, SAS, ASA, RHS) •using ruler and a pair of compasses constructs, a line parallel to a given line from a point outside it and triangles •finds out approximate area of closed shapes by using unit square grid/ graph sheet •calculates areas of the regions enclosed in a rectangle and a square •finds various representative values for simple data from her/his daily life contexts like mean, median and mode •recognizes variability in real life situation such as, variations in the height of students in her class and uncertainty in happening of events like throwing a coin •interprets data using bar graph such as consumption of electricity is more in winters than summer, runs scored by a team in first 10 overs etc. 	both sides. <ul style="list-style-type: none"> •conduct activity of adding /subtracting number of objects of same category from daily life. For example number of notebooks obtained when 3 notebooks are added to a group of 5 notebooks. •evolve the understanding of the concepts of ratios and percentage (equality of ratio.) •provide daily life situations based on profit/loss and simple interest that show the use of percentage •explore different examples from daily life in which pair of angles are involved with a common vertex, e.g., Scissors, Road Junction, Letter X, T, etc •verify the properties of various pairs of angles by drawing diagram (One group can give measure of one angle , the other group needs to give the measure of other angle.) •visualize the relationship between various pairs of angles when `a transversal cuts two lines (parallel and non-parallel), angles of triangle and relationship among its sides through diagrams and upper primary mathematics kit (developed by NCERT) •draw different types of triangles, ask them to measure angles of all triangles, and verify • explore exterior angle property of triangles; and Pythagoras theorem •identify symmetrical figures from their environment and which shows rotational symmetry •visualize the symmetry through paper folding activities •establish congruence criterion and later on verify the property by superimposing one above the other •demonstrate the construction of a line parallel to the given line from a point outside it through students active participation construct the simple triangle by using ruler and compasses •cut out different closed figures drawn on hard boards/ thick papers. trace the figures in the given graph sheets •count the exact number of square units occupied by the traced figure (Complete, Half, etc). and find out the approximate area of these figures •through discussion motivate them to arrive at the formula for area of a rectangle/square
	Algebraic Expressions		
	Exponents and powers		
	Symmetry		
	Visualizing of solid shapes		

			<ul style="list-style-type: none"> •find a representative value of data i.e. mean , mode or median of ungrouped data. Encourage them to arrange it in a tabular form and represent it by bar graphs • draw inferences for future events from the existing data •discuss the situations where the term `chance` can be used, for example, what are the chances of winning today as chances of getting 6 while rolling a dice •sum of two sides of a triangle is greater than the third side.
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Course	Theme/ Sub-theme	Learning Outcomes	Suggestive Pedagogical processes
Week 1 To Week 5	1. Nutrition in Plants	<p>The learner –</p> <ul style="list-style-type: none"> identifies materials and organisms, such as, animal fibres; types of teeth; mirrors and lenses, on the basis of observable features, i.e., appearance, texture, functions, etc. differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers; conductors and insulators of heat; acidic, basic and neutral substances; images formed by mirrors and lenses, etc., on the basis of their properties, structure and function classifies materials and organisms based on properties/characteristics, e.g., plant and animal fibres; physical and chemical changes conducts simple investigations to seek answers to queries, e.g., Can extract of coloured flowers be used as acid-base indicator? Do leaves other than green also carry out photosynthesis? Is white light composed of many colours? relates processes and phenomena with causes, e.g., wind speed with air pressure; crops grown with types of soil; depletion of water table with human activities, etc. explains processes and phenomena, e.g., processing of animal fibres; modes of transfer of heat; organs and systems in human and plants; heating and magnetic effects of electric current, etc. writes word equation for chemical reactions, e.g., acid-base reactions; corrosion; photosynthesis; respiration, etc. measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc. draws labelled diagrams/ flow charts e.g., organ systems in human and plants; electric circuits; experimental set ups; life cycle of silk moth, etc. plots and interprets graphs e.g., distance -time graph. constructs models using materials from surroundings and explains their working, e.g., stethoscope; anemometer; electromagnets; Newton's colour disc, etc. discusses and appreciates stories of scientific discoveries applies learning of scientific concepts in day-to-day life, e.g., dealing with acidity; testing and treating soil; taking measures to prevent corrosion; cultivation by vegetative propagation; connecting two or more electric cells in proper order in devices; 	<p>The learner is to be provided with opportunities in pairs/groups/ individually in an inclusive setup and encouraged to –</p> <ul style="list-style-type: none"> explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing pose questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT, etc. record the observations during the activity, experiments, surveys, field trips, etc. analyse recorded data, interpret results and draw inference/ make generalizations and share findings with peers and adults exhibit creativity presenting novel ideas, new designs/patterns, improvisation, etc. internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources, etc.
	2. Nutrition in animals		
Week 6 To Week 10	3. Fibre to Fabric		
	8. Winds, Storms & cyclones		
	4. Heat		
Week 11 To Week 17	5. Acids, Bases & Salt		
	6.		
	10. Respiration in Organisms		
	13. Motion & Time		
Week 18 To Week 22	16. Water		
	17. Forests: Our Life Line		
	7. Weather, Climate and Adaptation		
Week 23 To Week 30	8. Physical & chemical changes		
	9. Soil		
	15. Light		
	11. Transportation in Animals & Plants		
	12. Reproduction In Plants		
14. Electric Current & Circuits			
18. Waste water story			

Week 23 To Week 30	9. Soil	<p>taking measures during and after disasters; suggesting methods for treatment of polluted water for reuse, etc.</p> <ul style="list-style-type: none"> makes efforts to protect environment, e.g., following good practices for sanitation at public places; minimising generation of pollutants; planting trees to avoid soil erosion; sensitising others with the consequences of excessive consumption of natural resources, etc. exhibits creativity in designing, planning, making use of available resources, etc. exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices 	
	15. Light		
	11. Transportation in Animals & Plants		
	12. Reproduction In Plants		
	14. Electric Current & Circuits		
18. Waste water story			

Course	Subject Area	Chapter Name	Learning outcomes: To understand /know/ Appreciate/learn	Suggestive Pedagogical Processes
Week 1 To Week 5	History	1. Tracing changes through a thousand years	The learner – <ul style="list-style-type: none"> identifies major layers of the earth's interior, rock types, layers of the atmosphere in a diagram. locates distribution and extent of different climatic regions on the world map or globe. 	The learner be provided opportunities in pairs/groups/ individually and encouraged to <ul style="list-style-type: none"> engage with key concepts like ecosystem, atmosphere, disasters, weather, climate, climatic regions, etc., using meaningful explanations and appropriate resources discuss and share their observations and experiences regarding various aspects of the environment, e.g., components of natural and human made environments, flora and fauna in different ecosystems/ climatic regions, kinds of pollution, sources of fresh water in their surroundings, etc. explore globe and maps for identifying historical places/kingdoms, climatic regions, and other resources use diagrams/ models/visuals/audiovisual materials for understanding interior of the earth, formation of different types of landforms, movements of water in the ocean etc. prepare models to display different types of landforms
	Social And Political Life	1. On Equality	<ul style="list-style-type: none"> explains preventive actions to be undertaken in the event of disasters, e.g., earthquake, floods, droughts. describes formation of landforms due to various factors. 	
	Geography	1. Environment	<ul style="list-style-type: none"> explains composition and structure of the atmosphere. 	
2. Inside our Earth		<ul style="list-style-type: none"> describes different components of the environment and the interrelationship between them. 		
Week 6 To Week 10	History	2. New kings and Kingdoms	<ul style="list-style-type: none"> analyses factors contributing to pollution in their surroundings and lists measures to prevent it. 	
		3. The Delhi Sultans	<ul style="list-style-type: none"> reasons and factors leading to diversity in flora and fauna, e.g., climate, landforms, etc. reflects on the factors leading to disasters and calamities. 	
	Social and Political Life	2. Role of Govt. in Health	<ul style="list-style-type: none"> shows sensitivity to the need for conservation of natural resources- air, water, energy, flora and fauna 	
	Geography	3. Our Changing Earth	<ul style="list-style-type: none"> draws interrelationship between climatic regions and life of people living in different climatic regions of the world, including India 	
		4. Air		

Week 11 To Week 17	History	4. The Mughal Empire	<ul style="list-style-type: none"> analyses factors that impact development of specific regions provides examples of sources used to study various periods in history relates key historical developments during medieval period occurring in one place with another. explains the relationship between livelihood patterns and the geographical condition of the area inhabited, e.g., tribes, nomadic pastoralists and banjaras. analyses socio-political and economic changes during medieval period analyses administrative measures and strategies for military control adopted by different kingdoms, e.g., the Khaljis, and Tughluqs, Mughals, etc. draws comparisons between policies of different rulers describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples. analyses factors which led to the emergence of new religious ideas and movements (bhakti and sufi) draws inferences from poetry of bhakti and sufi saints about existing social order explains the significance of equality in democracy distinguishes between political equality, economic equality, and social equality interprets social, political and economic issues in one's own region with reference to the right to equality differentiates between local government and State government. 	<ul style="list-style-type: none"> collect samples and identify different types of rocks from the vicinity participate in mock drill for earthquakes or other disasters discuss factors, both natural and humanmade that cause disasters like tsunamis, floods, earthquakes, etc. discuss similarities and differences in the life of people in different climatic regions of the world, including India identify different sources of history available in books/local environment e.g., extracts from manuscripts/ maps/ illustrations/ painting/historical monuments/films, biographical dramas, tele-serials, folk dramas and interpret these to understand the time. familiarise with the emergence of new dynasties and prepare a timeline to trace important developments during this time
		5. Rulers and Buildings		
	Social and Political Life	3. How State Govt works		
		4. Growing up as a Boy and Girl		
		5. Women change the world		
Geography	5. Water			
	6. Natural vegetation & wild Life.			
Week 18 To Week 22	History	6. Town, Trades, and Craftpersons		
		7. Tribes, Nomads, and settled communities.		
	Social and political life	6. Understanding Media		
Geography	7. Human Environment settlement, transportation and communication			

Week 23 To Week 30	History	8. Devotional paths to the Divine	<ul style="list-style-type: none"> describes the process of election to the legislative assembly locates one's own constituency on assembly constituency map of State/UTs and names local MLA
		9. The Making of Regional Cultures	<ul style="list-style-type: none"> analyses the causes and consequences of disadvantages faced by women of different sections of the society. identifies women achievers in different fields from various regions of India illustrates contribution of women to different fields with appropriate examples
		10. 18th century Political formation	<ul style="list-style-type: none"> explains the functioning of media with appropriate examples from newspapers. creates an advertisement differentiates between different kinds of markets
	Social and Political Life	7. Markets around us	<ul style="list-style-type: none"> traces how goods travel through various market places
		8. A Shirt in Market	
		9. Struggle for Equality	
		10. Structures of the governance in J&K	
	Geography	8. Human Environment interactions The tropic and subtropical regions.	<ul style="list-style-type: none"> enact/dramatise key events of a given historical period/personality like, Razia Sultan, Akbar etc. reflect on the changes in society during medieval period and compare it with present day time prepare projects: on dynasties/kingdoms/ administrative reforms and architectural specialties of a period, e.g., Khaljis, Mughals etc.
		9. Life in Deserts	<ul style="list-style-type: none"> engage with factors contributing to the emergence of new religious ideas and movements through the use of poems of saints/bhajans, kirtans or qawwalis/ visits to nearby dargah/gurudwara/ temple associated with bhakti or sufi saints and discuss the basic tenets of different religions
		10. J&K Life and people	

Class: 7th

Subject: Urdu

درجہ ہفتم: بہارستان اُردو

تقسیم نصاب و میقات	عنوانات	تدریسی طریقہ کار و مشق	آموزشی ماحصل
ہفتہ 1 تا ہفتہ 5	ترانہ وحدت ماحولیاتی آلودگی اخلاق نبی ﷺ	تدریس اسباق صحیح تلفظ کے ساتھ، ہم آواز الفاظ کی نشاندہی، الفاظ کو جملوں میں استعمال، اسباق پڑھتے وقت عملی قواعد کا استعمال۔ اپنی بات اور خیالات کو آزادی سے پیش کرنے کی اجازت دی جائے۔ معنوں کے لحاظ سے اسم کی قسمیں، بناوٹ کے لحاظ سے اسم کی قسمیں، مضامین اور خطوط نگاری، اپنے دوست و احباب کو مختلف خط لکھنا۔	دوسروں کی باتوں اور خیالات کو سُن کر اپنے انداز سے بیان کرتے ہیں۔
ہفتہ 6 تا ہفتہ 10	نعت بھلے اور بُرے کی پہچان شری رام چندر جی	درسی اسباق کی تدریس مع توضیحات، طلباء سے اسباق کی بلند خوانی اور خاموش خوانی کرائی جائے۔ میڈیا، فلم، گھر، بازار وغیرہ سے متعلق زبان کے مختلف پیراؤں کو سمجھانے کے	نثر اور نظم میں فرق کر سکتے ہیں۔ تاریخی شخصیات سے واقفیت رکھتے ہیں۔

	لئے گفتگو اور بحث و مباحثہ کے لئے ماحول فراہم کرایا جائے۔ فعل کی تعریف اور اس کی قسمیں	
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درجہ ہفتم: بہارستان اُردو

آموزشی ماہِ حاصل	تدریسی طریقہ کار و مشق	عنوانات	تقسیم نصاب و میقات
طلباء نظموں اور گیتوں کو موزونیت کے ساتھ ادا کرنے کے علاوہ اُن کا تجزیہ کرتے ہیں۔ چھوٹی چھوٹی کہانیاں لکھنے کی کوشش کرتے ہیں۔	اسباق کی مکمل تدریس مع تفہیم و توضیح، اشعار کی تشریح، نثری اسباق اور نظموں کا خلاصہ، قواعد، زمانے کے لحاظ سے فعل کی قسمیں۔ فعل، فاعل، مفعول۔ مختلف عنوانات پر مضامین، مختلف قسم کے خطوط لکھوانا۔ محاورات مع معنی اور استعمال	قلم شاہِ ہمدان ڈاک کا انوکھا ٹکٹ تین کہانیاں کرگل سے سرینگرتک	ہفتہ 11 تا ہفتہ 17
طلباء نثر اور نظم کی الگ الگ شناخت کرتے ہیں۔	اسباق کی مکمل تدریس تفہیم و توضیحات۔ واو معروف، مجہول اور معدول کا استعمال، مضمون نویسی، خطوط نگاری، مکالمہ آرائی کی مسلسل مشق۔ قواعد حروف اور اقسام حروف۔ طلباء سے گروپ میں	پرندے کی فریاد نیوٹن کا کارنامہ برزہامہ کی تاریخی اہمیت	ہفتہ 18 تا ہفتہ 22

	مختلف موضوعات پر بحث و مباحثہ کرایا جائے۔		
طالب علم مختلف شخصیات کے حالات زندگی بیان کرتا ہے۔	تدریسی اسباق مع تفہیم و توضیحات۔ اشعار کی تشریح اور نثری اقتباسات کی سلیس۔ قواعد۔ حروف کے اقسام کی جانکاری۔ مضامین، خطوط، مکالمہ اور مباحث کی مشق۔ تحریری مقابلوں کا انعقاد۔ ادباء کے حالات زندگی۔ اسم معرفہ کے اقسام۔	ہمارا وطن سائنس اور جنگ کشمیر کے دلکش باغات آدمی نامہ اولمپک کھیل	ہفتہ 23 تا ہفتہ 30

(اساتذہ سے گزارش ہے کہ درس و تدریس کے دوران آموزشی حاصل دستاویز (LO,s) کو پوری طرح مد نظر رکھیں۔)

مضمون: کاٹھر جماتھ: ستم

Course/Period	Content	Learning Outcome (پہچن تر)
1 پٹھہ 5 ہفتہ	آواز تہ آواز تھانہ، دُعا، سیا	آواز تہ آواز تھانہ، دُعا، سیا
6 پٹھہ 10 ہفتہ	پاڑی کپوم، لداخہ پٹھہ چٹھر	پاڑی کپوم، لداخہ پٹھہ چٹھر
11 پٹھہ 17 ہفتہ	کاٹھر زبان، تڑے لگہ کتھہ، کاٹھل، ٹیلی وچن	کاٹھر زبان، تڑے لگہ کتھہ، کاٹھل، ٹیلی وچن
18 پٹھہ 22	شاہ ہمدان، میوئے وطن مبارکھ	شاہ ہمدان، میوئے وطن مبارکھ
23 پٹھہ 30	بابا جتو، ڈل، پلاسٹک، مونج، رُباعیہ، سانہ تار تھکو کینہہ حوالہ	بابا جتو، ڈل، پلاسٹک، مونج، رُباعیہ، سانہ تار تھکو کینہہ حوالہ